



Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, AUGUST 9, 1887.

No. 8.

ECLECTIC EDUCATIONAL SERIES.

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INTRODUCTION, p. 2, cover.  
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RESOLUTIONS OF KNIGHTS OF LABOR, p. 3, cover.

Similar resolutions by the Federation of Labor, the great teachers' associations, religious and other conventions' Trustees of the Peabody Fund, Johns Hopkins University, Union League, &c., &c., are on the Files of Congress.

RESOLUTIONS OF REPUBLICAN NATIONAL PLATFORM OF 1884, p. 3, cover.

RESOLUTIONS OF THE LEGISLATURE OF PENNSYLVANIA, PASSED APRIL, 1887, p. 3, cover.

Like resolutions have been passed by the Legislatures of Ohio, Alabama, Louisiana, North Carolina, Virginia, Tennessee and several other States.

OPINIONS OF PRESIDENTS AND TWENTY-EIGHT SENATORS OF THE UNITED STATES, p. 1.

THE BILL AS PASSED BY THE SENATE MARCH 5, 1886, BY A VOTE OF 36 YEAS TO 11 NAYS, p. 40.

THE BILL AS ORIGINALLY DRAFTED AND INTRODUCED BY MR. BLAIR, p. 48.

THE BILL AS REPORTED FROM COMMITTEE ON EDUCATION AND LABOR BY MR. BLAIR, 48th CONGRESS, p. 47.

THE BILL AS PASSED BY THE SENATE, 48th CONGRESS, APRIL 7, 1884, BY 33 YEAS TO 11 NAYS.

SPEECH BY HON. HENRY W. BLAIR, FEBRUARY 9, 1886, ON THE BILL, p. 3 to 48.

INCLUDING REPORT OF COMMITTEE ON EDUCATION AND LABOR, submitted by Mr. Blair, 48th Congress, p. 4-14, and SPEECH OF MR. BLAIR, MARCH 18, 1884, p. 14 and following.

FORTY-FOUR TABLES COMPILED FROM CENSUS OF 1880 AND RETURNS OF NATIONAL BUREAU OF EDUCATION AND FROM OTHER AUTHENTIC SOURCES, SHOWING THE ILLITERACY OF THE UNITED STATES AND THE NECESSITY OF NATIONAL AID TO COMMON SCHOOLS.

These tables cannot be duplicated and are the best historical authority for all time. They are of inestimable and permanent value, for no Educational Statistics of the Census of 1880, except to a limited extent in the Compendium, were or now can be published.

For captions of twenty-four of these tables see p. 28.

SPEECH OF MR. BLAIR IN THE SENATE MARCH 2, 1887, ON EDUCATION AND LABOR INDUSTRIAL COMPETITION BETWEEN THE NORTH AND SOUTH—NATIONAL AID TO EDUCATION ALONE CAN PROTECT BOTH LABOR AND CAPITAL, ESPECIALLY IN THE NORTH, p. 50.

Please read the following

Letter from Hon. JOHN EATON, President of Marietta College and former U. S. Commissioner of Education.

MARIETTA, OHIO, 30th June, 1887.

MY DEAR SIR:

You have put a most valuable mass of information into these few pages. In no other form is it now accessible to the public. Every thoughtful patriot should have a copy and preserve it.

In the future it will be prized, as are the data which lead to the enactment of the wonderful ordinance of 1887, on which our existence turned.

Sincerely yours, &c., JOHN EATON.

From the "National Republican," June 29, 1887.

To give still further information on the proposed measure Senator Blair has issued a quarto pamphlet of 52 pages, which contains the bill as it passed the Senate, the arguments and facts brought forward by the Senator in its favor, extracts from the speeches of twenty-eight senators who advocated it, the testimony of numbers of educators as to its necessity, resolutions passed by various legislative and other bodies, including the Knights of Labor, indorsing it, and testimony from the best thinkers of the world as to the necessity of education and the evils which result from ignorance.

This book, which contains an immense amount of statistical information, should be in the hands of every person in the country. It is a most valuable work. One sentence in it is worth the cost of an ordinary book, and should be impressed on the mind of every American. It comes from Washington's first message, "Knowledge in every country is the surest basis of public happiness."

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20-8-3t



# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, AUGUST 9, 1887.

No. 8.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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BEHIND, and above, and all round, the real teacher is the spirit of our new civilization.

ALL good is allied—hence all good is strength.

But if the soul be really moved within us, if in the universe it seeks a God, even if it be still sensible to glory and to love, the clouds of heaven will hold converse with it, the torrents will listen to its voice, and the breeze that passes through the grove seems to deign to whisper to us something of those we love.

WHAT is an intelligence?—a feeder of souls.



St. Louis, August 9, 1887.

J. S. MERWIN ..... Managing Editor  
HON. R. D. SHANNON, }  
PROF. J. BALDWIN, } Associate Editors.  
PROF. G. L. OSBORNE, }  
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COMPULSORY school attendance must come, as compulsory taxation to support schools, has come to stay. Our safety and our economy lies in these directions.

EVERY kind of instruction is due the people—the best and the highest—and the more of it, the more wealth and the more happiness. Ignorance is poverty and bitterness and conceit and danger.

INTELLIGENCE will everywhere and always establish the health of the human mind. Ignorance is its malady and its curse.

AMERICA is to be the home for the progress and permanent life of the human race.

WHAT? Can intelligence decrease by being expended and used? no—a further service is an added power and an added beauty.

THE work for the teacher to do is to push souls forward into the light and to push darkness backward.

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To live is to understand and help, and to co operate and to build.

To live is to know what one is worth, what one can do, what one should do. To live is to be able to see over the wall of to-day into the future.

Animals exist, man lives.

TEACHERS, above all, must gird themselves for more and harder work; must know more, and be more, and do more, and so pour out of their own fullness of life—light and heat and joy and inspiration to all with whom they come in contact—not only the children, but the people too must be illuminated from these reservoirs.

THERE must be a vast public literary domain upon which our teachers can draw, too.

THE *Wisconsin Journal of Education* draws Dr. Jerome Allen's portrait to the life by saying his paper has "a certain suspicion of Quixotism about it."

ANIMALS exist—man lives!

The manuscript was the body of the masterpiece; the manuscript was perishable and carried off the soul—the work. The work, made a printed sheet is delivered. It is now only a soul—kill now this immortal! Thanks to Gutenberg, the copy is no longer exhaustible. Every copy is a germ, and has in itself its own possible regeneration in thousands of editions; the unit is pregnant with the innumerable. This miracle has rescued universal intelligence.

THOUGHT is power.

THESE conspirators in the house of Representatives in Washington—Carlisle and Randall—seem to overlook the fact that progress in human society is necessitated by its primary constitution. The social union of men, and their habitual communication with each other, produces a certain advancement of sentiments, ideas and reasonings, which cannot be suspended. This constitutes the march of civilization, and the perpetual order of the day is—forward towards light and liberty and intelligence and not backward towards ignorance and imbecility and darkness. Let the people be heard and their voice be heeded.

WHILE there remains about us, everywhere, so many evidences of ignorance and its consequences, we cannot afford to relinquish any of our resources for the education of the people—but we ought to see to it that these resources are enlarged and enhanced in all the school districts, towns and cities of the country, and that the \$77,000,000 also be appropriated to supplement local effort and local taxation.

LET our teachers remember that stimulation is almost creation.

REAL citizenship is a heavy burden.

WE wish all our subscribers and correspondents would put the name of the State and the County on their letters as well as the name of the Postoffice so that we can do the same when we send this *JOURNAL* to them—then they will receive it regularly

THEODORE MUNGER, a divine of the keenest spiritual insight, calls his very latest book "The Appeal to Life," and as realism may be called the discovery of life, so this book, and the method it elucidates, may be called the discovery of God in human life.

It is the mission of the teacher to enlighten and illumine the world.



TEACHERS should be careful to write their own name very plain, and give the postoffice, county and State to which they wish this JOURNAL sent; then it will go promptly and regularly.

LET every teacher go on in their infinite work—light up the brain—ignite the minds of your pupils with new zeal—extinguish selfishness and implant generosity and patriotism. Thou art the great thirst of these little ones—of all who are ignorant, and so helpless.

THESE *six millions* of illiterates are burdened and silent to-day—they know nothing and can do but little—the father has no work—the brain no light—Carlisle and Randall stand in their high places of trust and power to bind on these poor unfortunates greater burdens and a darkness more dense. The day of reckoning is sure to come to these conspirators. The people know them in the future in this last ignominious and infamous character.

CONSIDER the confused mental state of those who, without taking time to discriminate between the proper aim of any school education and the false or extravagant objects proposed by educational fanatics or educational politicians, ignorantly attack what is certainly an American belief and quite as certainly the main cause for success in America. If one believes that the institutions of society depend upon habits of industry, ambition for self-help and self-dependence, good and regular habits, and a willingness to substitute law and justice for scheming and taking advantage—can he be otherwise than mentally blind if, instead of bringing all influence to bear to secure these, he ridicules all efforts that can be made through the school-room and encourages all other means of education to teach a lesson directly contrary?

WE must as teachers and instructors be ready for all that history and experience brings. We must illustrate and interpret this new life and new power. Let the old and the effete go. Humanity, that is, thought, art, science, philosophy and religion, the powers which are represented in history, embraces all, profits by all, advances continually through all, and never retrogrades.

A given system may perish—and this may be a misfortune to itself—but not to the general weal. If it possessed real life, that life is still realized in some higher manifestation, but perhaps so modified by co-operative elements as to appear lost.

It may indeed be obscured, but can never be obliterated. Vicissitudes and revolutions may rapidly succeed, and in great confusion; but human destiny is higher and better than

these; it accepts all, assimilates all, and subordinates all, to its own supreme behests.

The ignorant and the weak plead with the prayer of their darkness—*six millions* of them—and the people have heard and would help and succor.

Carlisle and Randall stand and prevent both light and help. They would blight and kill and cast out and cripple the *six millions*. The people by petition, by vote, by prayer, by contribution, would help. When the full extent of this conspiracy on the part of these two men comes to be realized, they will not only be held in execration as they ought to be—but they will be damned for this infamy by the whole civilized and Christian world as they ought to be. They ought to know that infinite justice cannot be tampered with in this way, and the guilty escape.

#### NEW MEN—NEW MEASURES.

WE have got to unload some of this old rubbish in both the State and National Legislatures. We have got to have some new men and new measures—men and measures adequate for the new and larger life and the new and larger demands of this Nation.

Seventy-seven millions is not enough to meet the emergency that confronts us in this problem of illiteracy.

The first business of this Government is to properly and adequately educate the people. In this lies not only our safety but our power—Carlisle, Randall and the other conspirators in the House of Representatives must give place to patriots and statesmen.

These men, in their blind partizanship, and in their ignorance of the productive force and power of intelligence calculate all the time only on brute force, on the mere elementary and *cheap wants* and passions of our nature, and have and manifest a most unscientific distrust of the more refined and multiplied products, and higher tastes, and motives, and wants, and habits of the educated social man.

This unscientific distrust comes from our ignorance; these more refined and complex conditions will surely enlarge, not only the horizon of life, but the capacity to meet them, they are just as surely and completely under the law and order and growth of nature, as our most primitive impulses rest only and in mere brute force, to provide for brute life.

Society is progressive, because, with the school and the press, we make each one of its component parts intelligent and progressive, and with this material prosperity there comes with these higher and more varied wants, higher modes of thinking, and living and producing.

Wealth begins here, in and with in-

telligence, which sees possibilities, and creates, and produces, and reproduces—wealth begins in "tools to work with," in the power to read and understand books and newspapers, giving to all men on all sides by this intelligent intercommunication, the greatest possible extension of every faculty and power within us, as if it added feet, and hands, and eyes, and blood, and length to the day, and sweet rest at night.

Wealth, you see, begins with intelligence and not with ignorance, enabling those who use it most wisely and widely to become million-minded and million-handed men and women.

Intelligence and civilization are contagious.

Identity of language, too, is a mighty auxiliary in producing this unity and equality among the people, and what instrumentality so potent as the school and the press to fix, establish, and perpetuate this identity of language.

Take two persons in America to-day. Let one talk in the German, Austrian or Hungarian dialect, and the other use the English language, what concord or harmony or sympathy could there be between them?

How circumscribed the means of communication; how little and narrow the range of their interest. How shut up and shut out each would be to the other. So with people everywhere who read little—where the printed page does not circulate—how absorbed in self and shut out from the world.

How the mere idle gossip of the neighborhood, frequently degenerating into lying scandal, becomes the theme of conversation, and soon what feuds and jealousies and hates are started and stimulated—what collisions and personal antagonisms this petty life engenders, resulting so frequently in personal conflicts and tragic death. Absorb and instruct the people with great questions of public concern, and so educate them out of their littleness, meanness and selfishness by the printed page.

Elect a President once in four years, representing new ideas, new measures of public policy. Scan carefully the personnel of our public men who come before the people for their votes and their confidence to administer the affairs and credit of a great people, and readjust old forms of political action to new conditions of progress such as this era in education demands—and don't you see what a power of recreation there is in the printed page, rather than recrimination? and don't you see what an agency the school and the press becomes in enlarging the views and clarifying the vision of the people, at the same time that it draws them away from their selfish egotism and acquaints them with the wants and possibilities of the whole people, and shows them, too, by what

they do—or fail to do—that they are to-day forecasting the history of the race?

EVERY one recognizes the evils which have attended the development of our present civilization; most people feel that these evils must be remedied; but at this point opinions begin to diverge, inasmuch as the skill to improve requires far other attainments than the mere ability to perceive. Huxley, in science, has not only perceived, but called attention to the fact that science studies may create a class of narrow-visioned men. He must as certainly know that what is popularly considered science is even more useless to the community than a similar sciolism in matters of language and literature.

THE papers very properly ask, "Can any one give good reason for the fact, that of the *thirty-seven* appointed writers and debaters named on the programme of the "general" meetings of the National Teachers' Association, only two are ladies? And of the *thirty-six* officers, only five are ladies, and these five all in the honorable but also honorary office of Vice-President?"

#### OUTSIDE AND INSIDE.

ANNA C. BRACKETT.

I REMEMBER making a certain friend of mine quite angry one day. He had shown me over a certain High School building. It had long marble floored corridors, statues, reception rooms for visitors, and withdrawing rooms for the principal, and others for the teachers, carpeted with the best Brussels, and handsomely furnished. At last he stopped in an immense hall, which was to be used for exhibitions, and after pointing out all the ornamentation and calling my attention to the comfort of the chairs, he paused to hear my enthusiastic admiration. I shall never forget his disgust when I asked:

"And what kind of *teaching* is done here?"

That seemed to be a thought which had not occurred to him, and the time which he had spent in showing me around seemed to have been entirely lost. I am afraid my answer seemed ungracious, and yet I am too jealous of the honor and excellence of the profession to which I belong, not to set the teacher above his surroundings, and not to fear that amid all the "mint and anise and cummin" more important things may be overlooked.

In fact is there not a danger that we make our school-houses and school-rooms too elegant to inspire a spirit for labor? Comfortable, they should be; exquisitely neat they should be and well proportioned; but luxurious they should not be, and in some cases it seems as if they were.

The Public Schools are an invest-



ment of the Nation. The income from them should be honest men and women, loving the Truth, hating a lie, and ready and anxious to help the world along by being good citizens. Industry and a proud Humility should be the sign of the order; an Industry which does not work for immediate reward or depend upon a task-master to insure its activity; a humility which is willing to learn from Experience, and knows that its best is none to good, whatever the work to which it may set its hand; to proud to stoop to a meanness, to ask a favor, or to accept a reward for the performance of Duty. Citizens for the Republic, graduated with such a diploma, are what the Republic has a right to expect as the result of her investment in her Common Schools.

But what have marble, Brussels carpets and cushioned chairs to do in producing such results? The teachers are the servants of the Republic, and their time, while in the school, is sacred to their work. What need of withdrawing rooms for them? They are not there to withdraw. Of what use are reception rooms? They are not teachers in order that they may receive visitors. They are there to be with their pupils. They are not there to rest, but to labor. As well have sofas and arm-chairs and reception rooms in any workshop.

The school-hours—the hours when the teacher is in contact with his pupils—are of vital importance. They are the pure gold which may not be wasted. Time enough for rest, withdrawal and receptions, when the school hours are over; time enough for preparation for the school work. But in school there is no time for such things.

In school it is the pupils and not the visitors to whom the time and attention are due. After the bell strikes in the morning, the teacher is no more his own. He is a servant of the Republic, and should be alert at his post. There is such a thing as making a person too comfortable to work. A rocking-chair and a fan are not favorable to Algebra and Geometry, or indeed to any mental activity. A cushion and a cigar are not provocative of real study.

That we have improved on the old red school-houses, with their hard and uncomfortable seats, we do not doubt. But have we improved on the character of the work done in them?

The externals of our schools are fine and often elegant. Is the teaching done in them strong and vigorous? Is there not just a shade of danger that we may spend too much money on the school-houses—that we may make them too luxurious for workshops? That is what they ought to be.

Luxury, if we can afford it, for our leisure hours; but for the forging of character, the anvil and all the surroundings of labor, the workman

divests himself of all unnecessary apertures when he goes to his task. Is the teacher a workman or a man of leisure?

It is well perhaps to look at this side of the question a little. It is possible to make the atmosphere of a building favorable to rest and repose and not favorable to activity. It is possible to spend much money on school-houses and exhibition rooms, and to send out therefrom graduates puffed up with a little nerveless information and vain in more senses than one.

It may not be out of place to suggest a danger.



DR. RICHARD EDWARDS.

ON "The Problem of To-Day," Dr. Richard Edwards, State Supt. of Public Instruction of Illinois, in his address of welcome to the teachers assembled in Chicago, in attendance on the twenty-seventh meeting of the National Teachers' Association said:

"He is a thrifless heir who does not improve upon his estate. If we have taken from our predecessors, we ought to bequeath to those who come after us. It would be a shameful thing for this nineteenth century to boast of its attainments, many of which have been bestowed upon it, and to do nothing toward making the twentieth century still richer in knowledge and in virtue. And so it is a reasonable question for us to ask ourselves, What will we do to make the world of to-morrow better than the world of to-day?"

The nineteenth century gives its answer to this question. It points to its achievements in the conquest of the forces of Nature. The energy that resides in water has been made to drive engines and to do the work of millions of men, the lightning has been tamed, and many things that to the last century would have been impossible miracles have been made a matter of common experience. The story of the century's achievements in applied science is far more marvelous than the tales of the Arabian Nights. These claims of the nineteenth century we gladly concede. But shall we not insist that there is a higher function than this control of outward nature?

It is a great thing to build a mighty steamship, but it is a greater thing to mold the mind that can not only build a steamship, but do even greater things than that. May we not say, therefore, that the great problem of these decades of the nineteenth century is the educational problem? This is a critical period of the human race. Mankind are tried to-day by their very prosperity as they have never been tried before, and the great question with us is whether we can endure the unwonted strain. How many nations have succumbed to a degree of prosperity far less than ours! How many nations have been crushed by far lighter loads of the good things of life than that which is laid upon us!

I put, then, the work of the school-master in its highest form as pre-eminently the work of these decades in which we are living. By this I mean not the process by which we make the schools subserve our outward interests, but the process by which we make the schools and all else subserve the inner wants of the man. The development of character—that is the problem of to-day: so to mold, and to strengthen, and to ennoble the men and women of this and coming generations that they shall not be enervated by luxury or enfeebled by indulgence—this is the burden that is laid upon us.

How is this body of teachers to accomplish so great a task? First, by recognizing the significance of it by cordially entertaining high ideals; this is the fundamental requisite, and this will help to secure all requisites. The level-headed enthusiast, if he is not to-day master of all the instrumentalities to be employed in his work, will be so to-morrow. The works that men do may be divided into two classes—the permanent and the transient. Among the latter must be reckoned all the outward work of men's hands. Even the Parthenon cannot be kept intact through the centuries; notwithstanding the clear and the genial skies, the classic walls at last crumble; but that which substantially improves the human race continues a beneficent power forever and ever, and such work the teacher does."

THESE were among the practical topics discussed by the National Teachers' Association at Chicago:

- The education problem.
- The psychological and pedagogical value of modern methods of elementary culture.
- Manual training.
- Industrial education.
- The kindergarten.
- Good and bad teaching.
- Oral and book teaching.
- Teaching the blind.
- Religious motives and sanctions in moral training.
- Colleges for women.
- The function of the public schools.
- Relation of high schools to colleges.
- Teachers' institutes.
- Relations of mental labor to physical health.
- Normal schools.
- Needlework in girls' schools.
- Music in schools.
- Drawing in schools.
- Voice training.
- School supervision.

Teachers' tenure of office.  
School libraries.

Manual Training and Industrial Education were perhaps the most prominent topics discussed, but this gives the range of subjects.



VICTOR HUGO ON THE PRINTED PAGE.

THE great poet, Victor Hugo, said "Gutenberg is a redeemer. These submersions of the works of the mind, inevitable before the invention of printing, are now impossible. Printing is the discovery of the inexhaustible; it is perpetual motion found in social science.

From time to time a despot seeks to stop or to slacken it, and he is worn away by the friction. Thought no more to be shackled, progress no more to be impeded, the book imperishable—such is the result of printing.

Before printing, civilization was subject to losses of substance. The indications essential to progress, derived from such a philosopher or such a poet, were all at once missing.

A page was suddenly torn from the human book. To disinherit humanity of all the great bequests of genius, the stupidity of a copyist or the caprice of a tyrant sufficed. No such danger exists in the present day. Henceforth the indestructible reigns. No one could serve a writ upon thought and take up its body.

Gutenberg, in the fifteenth century, emerges from the awful obscurity bringing out of the darkness that ransomed captive the human mind.

Gutenberg is forever the auxiliary of life; he is the permanent fellow-workman in the great task of civilization. Nothing is done without him. He has marked the transition from man enslaved to man free.

Try to deprive civilization of him, and you have Egypt. The simple diminution of the freedom of the press is enough to diminish the stature of a people.

One of the great features in this deliverance of man by printing is—let us insist on it—the indefinite preservation of poets and philosophers.

Gutenberg is a second father of the creations of the mind. Before him—yes, it was possible for a masterpiece to die."



# ARKANSAS

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J. B. MERWIN..... }

### RESOLUTIONS ADOPTED BY STATE TEACHERS' ASSO- CIATION OF ARKANSAS, JUNE 24, 1887, ON FEDERAL AID TO PUBLIC EDUCATION. INTRODUCED BY PROF. H. E. CHAMBERS.

WHEREAS, in a governmental organism such as ours, the welfare of our institutions depending upon the integrity and intelligence of our people; and,

WHEREAS, Under existing conditions, it is impossible to turn back the tide of illiteracy that is bearing down upon us, without much expenditure of much local revenue and long years of labor; and,

WHEREAS, This Government, as a whole, reaps the benefit of whatever is or has been expended by any portion of it, in the promotion of intelligence among the masses: therefore,

Be it Resolved, That the teachers of Arkansas, in convention assembled, recognizing the wisdom of taking immediate and systematic steps towards the removal of illiteracy, do hereby express their sentiments in favor of such National Aid to Education, as shall supplement Stateschool funds.

Be it further Resolved, That a copy of these resolutions be furnished our Representatives in Congress and the leading papers of the State.

LONOKE, June 24th, 1887.

### LOOK OUT FOR THEM.

CARLISLE, RANDALL & Co., are conspirators. Look out for them! They are afraid of the people—they trample upon them.

When a social transformation has become necessary, vitality abandons the superseded and transports itself, into a new vehicle of progress, augmenting and fortifying that which is already a felt need, and openly demanded by the enlarged wants of a more advanced age.

The people now need to be educated. These conspirators hold them in ignorance. A higher sagacity requires that we disregard the inferior offshoots of a past growth, and apply ourselves only to second the perfect development of that indestructible germ whose true worth is seen only in its matured fruit—in an intelligent law-abiding citizenship.

Carlisle and Randall stand in their place to thwart all this—to obstruct and defy—to hold on to the old barbarism of ignorance and imbecility.

To restrain the future by the past, if we read the signs of the times

aright, is to mingle death with life; it is to violate all the laws of nature, and consequently to create social misery just so far as the people are thus diverted from their legitimate career.

### ABUNDANT EVIDENCE.

WE have abundant evidence of the value conferred on society by the work done in the schools and colleges of the land already at hand. Modern science has produced a splendid mass of evidence as to the growing power and capacity of the human mind; of its independence, freedom and ability to direct its own movements; of resisting the influence of external agents, of inquiring after original truths, and acting according to its own ideas of propriety, justice or duty.

What do the people think of this bold, bad conspiracy of Carlisle and Randall to keep the people in ignorance and barbarism, to limit their action, their thought and their vision as well? Is it not not by intelligence and by the use of armed vision, and other mechanical aids, the modern scholar has been enabled to extend his intellectual vision to things, laws and results beyond the most distant conceptions of uncultivated mind. The same or like means will bring into near neighborhood nations and continents heretofore the most remote and antagonistic.

Ignorance limits and hinders and costs all the time and everywhere. Intelligence pays. Let these conspirators and their abettors step down and out.

LET us get ready in our schools and colleges to do our own work in our own way—only let us see to it that our way is the best way. If the order of nature is a foreshadowing of that which is to be, certainly the physical aspects of this Western world, as well as the historical facts which connect it with the East, are sublime intimations of the will of Providence. The germinal institutions so evolved and localized were new, like the soil whereon they were planted.

The selectest specimens of whole peoples have clustered here in homogeneous groups, TAKEN root and increased with a rapidity which soon enabled their adopted America to take her position face to face with Europe, not as a dependent minor, but as a full-grown full-aged daughter, independent and an equal, acknowledging no superior.

The centre of the civilized world has been removed to a remoter point in the West, and all the mental splendor of the East was brought over to illuminate the immense realms now redeemed from barbarism both North and South.

Be yourself—imitation is always barren and sad and bad.

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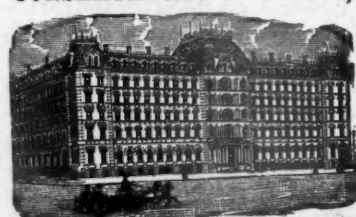
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## AN IMPORTANT DOCUMENT.

WE present below, an abstract of a report on "The Function of the Public School," which was read to the National Council of Education in Chicago, and signed by F. Louis Soldan, LL. D., of St. Louis, and J. H. Hoose, of N. Y.



F. LOUIS SOLDAN, LL. D.

We had hoped to secure an elaboration of some of the points so clearly stated, but our readers will be able, we hope, to elaborate each proposition for themselves.

Teachers and school officers especially should make themselves familiar with all the data involved in this syllabus.

1st. We have the

## DEFINITION

of "The Public School."

An institution maintained by the people for developing more perfect manhood. Means of development: (1) Instruction in elementary knowledge; (2) Training through the guidance and discipline incidental to such instruction; (3) Instruction in the sciences, literature and art of modern civilization.

## THE STATE'S RIGHT TO MAINTAIN THE PUBLIC SCHOOL.

*Function of the State:* Protection of the individual's rights.

*Conditions of the existence of the State:* The manhood of its citizens; its economic resources.

*Government:* Its condition: Co-operation of the masses.

*Conditions for the preservation of State and Government:*

a. Development of economic resources.

b. General knowledge of the means of civilized intercourse.

c. Virtue, vigor and intelligence of the citizen.

*Some principles of Government:*

a. Least amount of government.

b. Decentralization.

*The care of the economic resources of the State:*

Coincides with individual interests and therefore is left to them.

## THE CARE OF EDUCATION.

*Family Education:* Guidance and discipline.

*Church Education:* Religious and moral instruction and discipline.

## THE PUBLIC SCHOOL.

*Reasons for its maintenance:*

a. A universal need should be cared for by a universal institution.

b. A State necessity should not be left to the contingency of private effort.

c. The selection of the subjects of instruction important to the State.

d. The homogeneity of population and public sentiment to be achieved.

*The aim of the Public School:*

Perfect manhood through instruction, guidance, discipline.

*Classification of the Public School:*

a. The Common Schools.

b. Higher Schools.

## a. THE COMMON SCHOOLS.

Their maintenance a State duty.

*Function of the Common School:*

Development of manhood through instruction in the common branches and through guidance and discipline.

*Studies of the Common School:*

a. Language, reading, writing, arithmetic, geography, history.

b. Hygiene and natural science, drawing, singing, etc.

*Education through Instruction:*

a. By exercise of faculties.

b. By expansion of interests.

Moral influences of school life.

Guidance and discipline.

## b. HIGHER PUBLIC SCHOOLS.

The right of their maintenance.

a. The general practice of civilized governments to maintain such schools.

b. National strength related to civilization; i. e., to sciences, literature and art.

c. The duty of governments to promote learning.

d. The usefulness of higher instruction for the general good.

The maintenance at public expense of institutions for higher instruction is based on usefulness; that of common schools on necessity.

THE following officers of the "National Council" were elected at Chicago:

J. L. Pickard of Iowa, for President.

C. C. Rounds of New Hampshire for Vice-President.

E. W. Coy of Ohio for Secretary and Treasurer.

Mary Nicholson, James Baldwin, S. H. Peabody, and J. H. Hoose for Executive Committee.

As has been suggested by a writer in the *Century*, Labor's protest may take infelicitous forms, but it is an attempt to use the same weapons as those employed by capitalists. The office of Henry George, Herr Most, and other agitators is to force examination of neglected questions: the evils they urge are admitted even by those who are arrayed in opposition: the remedies which they propose are little likely to be subjected to experiment; but they at least lead the way to such an examination as will result

in modification of our institutions to meet needs that exist instead of necessities which one class may assign to another.

## AN APPEAL FOR MUSIC.

[For the American Journal of Education.]

BY PROF. J. B. NYE.

DEAR Teachers: Please do the pupils and the people the favor to open your schools the coming sessions with an appropriate song. If you continue the practice every morning, during the term, and close the day's exercises with the sweet tones of the young voices, you will meet with greater success in teaching the rising generation than ever before.

If you cannot lead the music yourself, no doubt there will be a number of pupils who will cheerfully do this for you. But if you are competent to perform on the organ, have that in the school-room to accompany the voices of the children. You will have less tardiness—more visitors, and better addresses by the Superintendent, the Board of Directors and others. Be sure and try these suggestions for a term and mark the beneficial results. SWATARA STA., PA., July 20th, '87.

WHAT is "Federal Aid?" It is civilization enlightening ignorance—it is christianity in place of barbarism.

## A Good Record.

It was *The Educational Courier*, of Louisville, Ky., which so emphatically and specifically called the especial attention of teachers and educators all over the country to the good record made by the *American Journal of Education*, and its splendid and immediate practical results.

The *Courier*, in speaking of the direct money value to the teachers of the circulation of this journal among the people, said:

"A year or two ago the Editor of the *American Journal of Education*, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and tax-payers, would re-imburse each teacher four-fold its cost in one year. The teachers caught the idea, and wisely and zealously sided until one hundred and fifty thousand copies were put into circulation. At the close of the year the Report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages at \$19.62. Of course, it was not claimed that all this was due to the *Journal*, but that it was an active and prompt factor in securing this desired result, no intelligent person will deny."

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# TEXAS

## EDITION

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W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... }

#### STATE RIGHTS.

**T**HIS is the day of skillful use of generalities, and only confusion follows upon the substitution of psychologies for such limited acquaintance with child-nature as enables the successful teacher to instruct the pupil.

Psychology is undoubtedly a realm of human investigation; but, better than a philosopher such as Tristram Shandy's father, is the affectionate interest of the true school teacher.

Those who undertake to teach teachers how to teach, must remember the advice of the ancient writer: "If you wish me to weep, you yourself must first weep."

In the Southwest and in the South, those who do not believe in Public Schools are very much exercised over the question, "How far may the State carry education?" "Do not trust the Greeks even though bearing gifts."

The State thus referred to, is only the legal expression of the will of the people. The people are for political purposes, those who are allowed political expression; but this political people must include by implication all the inhabitants of the community, although the non-political people must act through those who are allowed to vote.

The rights of the State in matters of education are neither more extensive nor less restricted than its rights in regard to any other interest. The foundation of all authority of the State is the unquestionable right of any community to decide upon its willingness to assume and its ability to discharge any function.

The right of the State to provide education extending from the Primary Grade to the University, cannot reasonably be questioned; it is specified in the constitutions of many States.

The answer to the question as to the limits of State authority, lies in the pleasure of those whose State it is.

Let teachers remember that the question of the extent and nature of Public Education is solely one of social expediency, and let them keep this fact before the people.

LET us be patient. Our teachers, educators and instructors in all departments must realize the fact that all noble growths are gradual, and that beneficent power which is destined to become superior over every other moves with a slowness the most sublime in controlling subordinate ministrations to human weal. Divine logic will not be less conclusive on ac-

count of the multitude of its camouflating data or the deliberateness of its deductions therefrom. As Guizot suggests, Providence moves through time as the gods of Homer through space—

It takes a step and ages have rolled away.



HON. D. W. VOORHEES.  
U. S. SENATOR FROM INDIANA.

**I**N his speech in favor of Federal Aid to Education and which has never been answered—because it is from the facts cited unanswerable—Senator Voorhees, standing in his place in the United States Senate, said:

"I am here to declare what every man knows and what no one will deny, that the cause of education has been recognized in the acts of the Government itself as a

#### NATIONAL CAUSE

from the first hour of its existence until the present moment. It was recognized by Washington and in the utterances of all the fathers and framers of the Constitution. The cause of education, I repeat, was recognized and recommended as a national cause, a cause with which the welfare of the country was intimately associated.

The policy of this Government on this subject is as plain as a well-beaten pathway. I might follow the example of other Senators and read the letters, the messages, the reports of distinguished men of the past, and the decisions of the courts. Will it not, however, be quite as conclusive as to the powers of the Government to show what it has

#### ACTUALLY DONE

at every stage of its existence, as to point out what eminent men and the courts have said it might do? I, too, might quote opinions, but I prefer to state facts. When I show what the Government has done upon this very question, I presume it will be conceded that no higher authority can be produced. The policy of the Government is so continuous and unbroken that it has received the support of all the wise and great in our history.

What do we see when we turn to this policy? Every State admitted into the Union since the adoption of

the Constitution has received upon her admission a birthday present as it were, a rich donation of lands, an educational endowment in behalf of the children she was to bring forth and train up for duty as American citizens.

This was a present from the National Government to every State; to yours, sir [Mr. HARRIS, in the chair], and to mine; and what a splendid endowment it has been! Can I stand here and forget what was done for my own State? Indiana had her sixteenth section; she had her university lands; she had her land-scrip given to her in lieu of lands that could not be taken up in her own borders.

Am I to ignore the facts when an appeal is made to me by people who have had thrown upon them an unnatural abnormal and condition of affairs in the liberation and enfranchisement of a whole race buried in ignorance? New states came into the Union with natural surroundings and with no exceptional burdens.

The Southern States are struggling to-day with a problem heretofore unknown in human history, and with a responsibility far beyond their power to meet. But with no such appalling circumstances surrounding the other States of the Union, the policy of this Government toward them has been all the time in the exercise of that power which is now denied by the Senator from Alabama [MR. MORGAN] and other Senators on this floor, when it is invoked for the relief of the afflicted States of the South.

Every sixteenth section of public land in the States admitted prior to 1848 and every sixteenth and thirty-sixth section of such land in the States and Territories since organized have been granted for educational purposes. The lands granted for educational purposes, both for common schools and universities, throughout the Union, have amounted to nearly 100,000,000 acres. Yet I am told the Government has not the power to aid the cause of education in the States. Why not the power?

Do you answer that lands can be granted, but not money? I had promised myself that I would not waste any time on that point. Money is no more a thing of value than land. One is a commodity as the other is. Money is worth only what it can be exchanged for, and so are lands; and when lands are donated it is with the express understanding that the State can exchange them at once for any other commodity, money or anything else, that will best promote the cause of education. I shall waste but little time on that point. According to this distinction between the donation of lands and the donation of money Congress has the power to grant the recently acquired Territory of Alaska to the several States for educational purposes, well knowing that the States

would sell the Territory and apply the proceeds to their schools, but Congress could not have donated the seven millions to the States for school purposes which we paid to Russia for the Territory. Such a proposition only needs to be stated to be rejected."



HON. J. W. AKERS.  
STATE SUPT. PUBLIC INSTRUCTION,  
IOWA.

"We do learn  
By those that know the very nerves of State."  
—SHAK.

**W**E invite careful attention to the following extracts from a paper on

CITY SUPERINTENDENCE, by Hon. J. W. Akers, read in Washington, D. C., before the Department of Superintendence of the National Teachers' Association, and published complete by the United States Government in Circular No. 2, 1886.

This gentleman, by his fidelity and ability in this high office, has already made more than a State or a National reputation, and on the basis of "Civil Service," and services so eminent to the State and the Nation, the people of Iowa will be sure to place him where this fidelity and ability, as well as his large experience, may yet be made available in carrying forward and making stronger and more efficient her excellent school system.

We shall in future numbers of this JOURNAL present further extracts from this admirable paper; but it is so clear, comprehensive and exhaustive, that we hope large numbers of our readers will secure it, and reinforce themselves with its unanswerable arguments at once.

Mr. Akers said:

"When the idea was conceived of combining all the schools of a city under one graded system, with departments and courses of study all duly subordinated to one another, and culminating in a high school, there arose certain exigencies of school government and management which called for and created the city superintendent. This idea of combining all the schools of a great city into one system, that should be compacted not by any



external-mechanical tie, but by a unity of organization that should have its basis in the ascertained laws of the human mind in the successive stages of its unfolding, is a modern, and distinctively an American idea. In this is to be found the key-note to the wonderful degree of efficiency and perfection to which our system of public schools has attained, and which has made them a model for all the world.

It is really a matter of surprise that a system so vast and imposing should have grown up and become so thoroughly established in so short a time. There are men now living, and some of them are with us to-day, who helped to lay the foundations of this magnificent structure and have had a master's hand in every successive stage of its rise and progress toward completion.

Early in the history of this movement, if not wholly prior to its first and feeble pulsations, there was formed a syndicate of modest and unassuming men, who met in close corporation, in hotel parlors, for the purpose of consultation in relation to the manifold details of their work.

On such occasions the cities of Cincinnati, Cleveland, Columbus, Chicago, and St. Louis were always represented, and Superintendents Rickoff, Pickard, Hancock, Stevens, and Harris were seldom known to be absent. They sounded no loud trumpet to attract the notice or attention of the public, but in a quiet way accomplished a work, the good and far-reaching results of which no man can estimate; and it may never be known that the influence of their deliberations, the results flowing directly from their counsels and their labors, as affecting education among fifty millions of people, entitle these plain and unpretending great men to rank with the Grants, the Shermans, and the Sheridans of their day and generation.

If these men kept a record of their proceedings and discussions, they have never laid it open to the public eye; but meanwhile the graded systems of their respective cities were making such strides toward perfection as naturally and necessarily resulted from their combined wisdom and friendly emulation.

What we have to suggest is, that the secret history of that famous "Round Table" has not yet been written, and that the eminent knights of Education who then composed it are still actively with us, and should not be permitted to go home until this chapter of their esoteric doings shall have been brought to light. It would be a legacy to the ever increasing army of superintendents to have the story of the struggle of these mighty Amphictyons as their plans unfolded, and as one after another of their difficulties were overcome.

What we want is their inner history, which must involve the sum total of their achievements, not only with reference to the evolution of the system as sprang up under their hands, but as it related to the psychological problems which they found themselves compelled to face and to solve.

If any such interesting record of experiences should ever be forthcoming, we may be assured that it will exalt to a supreme place in the qualifications of the superintendent his apprehension and mastery of education as a science."



HON. WADE HAMPTON.  
UNITED STATES SENATOR FROM  
SOUTH CAROLINA.

HON. WADE HAMPTON is of distinguished birth, the grandson of General Wade Hampton, a Major-General in the American Army of the Revolution, and a Representative in the Congress of the United States. His father was also a prominent and wealthy man.

Wade Hampton was born in Charleston, South Carolina, March 28, 1818. He received an academic education. Having graduated at South Carolina College, he read law and was admitted to the bar.

In 1861, South Carolina seceded from the Union, he was serving as State Senator and resigned his seat, and devoted his energies to the Confederate cause, in the capacity of a soldier. Among the earliest in the field of conflict, he led the "Hampton Legion" at the first battle of Bull Run, in which he was wounded. His services in this action were conspicuously recognized by the Confederate Government, which commissioned him a Brigadier General.

As soon as possible, he resumed service in the army, and was wounded, the second time, in the battle of Seven Pines. He commanded the Confederate cavalry of the Army of Northern Virginia. In 1864 he was made Lieutenant-General. Subsequently he commanded the Cavalry operating in

Virginia, was wounded the third time in the battle of Gettysburg. When the army in which he was serving surrendered to the Union forces, his military experiences were ended.

He is exceedingly popular in his native State; knows her condition fully, and is of course, strongly and unequivocally in favor of Federal aid for education.

"When the negro was made a citizen," he said, "it followed as a logical consequence, under the theory of our institutions, that he must become a voter."

With these well known views, he was re-elected to the United States Senate in 1884, and his term of service will not expire until March 3d, 1891.

South Carolina will receive an addition to her school fund of \$4,582,792.26, when this bill for which the Hon. Senator not only speaks, but votes, passes.

Let every teacher and school officer in the State sign and circulate petitions for other signatures in behalf of this \$4,582,792.26 without delay.

We will send cheerfully and promptly all the petitions needed.

#### CHARITY SCHOOLS.

IN Missouri, and more especially in St. Louis, those who have the privilege of discussing educational questions through the daily press, are those who believe that, though even a University education is desirable, it is undesirable to furnish at public expense any but the most rudimentary public schools, and to proceed thence per saltum to the State University, which is conceded to the views of the State at large.

This fact is to be regretted, but it renders all the more imperative unceasing effort upon any one occupying the ground which has for twenty years been assumed by the AMERICAN JOURNAL OF EDUCATION.

Our readers have come to look to us for constant presentation of adverse comments and criticisms upon the schools and for a formulating of replies.

It is urged that property is so absorbing an interest of the community, that "the community belongs to those who hold property." This idea underlies all argument suggesting "paying for other people's children," "providing excessive education for the children of laboring people," etc; in short, of all argument which debates the interests of public schools upon any but educational grounds.

Let it not be forgotten that property as well as public education, is the creation of the State; that property is inconceivable apart from social institutions, which create the right, determine its character and extent, and render it of value.

Taxes, we must remind ourselves, are not sums of money extorted from capitalists by an abstract something which is called the State. Taxes are

the price paid for social privileges; paid directly by those choosing to hold the kinds of property subject to taxation—indirectly by every individual who uses any article of food, clothing, transportation, or shelter.

In other times, in other countries, and under other institutions, taxes frequently embraced 100 per cent. of income, together with a man's labor and his family's honor—that was the golden age of a social nobility. We now pay 2.65 per cent. upon a scaled valuation, and the absurdity of complaint upon the part of wealthy people is shown alike by the size of their fortunes and the increase of wealth between 1860-1870, the least prosperous time for the interests of Missouri.

Taxes are inevitable. Looked at as a necessary price for the protection of person and property, and for the benefits which we derive from an organized government, they will not be objectionable. With this as a starting point, it will not be difficult to determine their amount, their equitable distribution, and the purposes for which they shall be raised. Let those conducting the interests of public education hold their opponents to the discussion of the expediency of measures proposed and refuse to submit to a perversion of the real issue, and a confusion of its real elements.

#### THE SCHOOLS AND RELIGION.

IN all its efforts to use our social troubles as a means for re-asserting the value of religion as the only permanent ethical basis, the Roman Catholic Church must have the sympathy and co-operation of thoughtful minds. But it may be as well not to overlook the fact that godless and secular are not identical terms as applied to education, and that religious teaching has but little to do with the committing to memory of the catechism—whether this be that of Westminster or that of Rome.

That there is felt the need of a religious element, cannot be doubted; but the religion of the future must make its forms the outward signs of an inward and spiritual grace, and not be contented with such recognition merely as increases the power and dignity of a hierarchy.

PLEASE to write the name of the postoffice, county and State very plain, when you order the AMERICAN JOURNAL OF EDUCATION, and then be sure and sign your own name and write plain and clear so it can be read and recorded properly—you will then get this paper promptly.

TEACH the children how to write, and sign, and properly direct letters. A little correct practice in this direction will help some teachers largely.



## ILLINOIS

EDITION

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E. N. ANDREWS, Chicago..... } Editors.  
J. B. MERWIN..... }

## A RADIANT PRESENCE.

WE have said "good things" of our teachers frequently because we believed good things should be said of them; but we yield the palm now, to Dr. Arthur Edwards, Editor of *The Northwestern Christian Advocate* of Chicago.

He says:

"The world never beheld such a potent, devoted, sanguine, earnest, loyal, intelligent, moral, stainless army.

What a blessed crusade and invasion it was! Representatively, it was a third of a million strong.

Actually, it numbered about ten thousand.

Three thousand three hundred and thirty three and three-tenths of them being manly men, and six thousand six hundred and sixty-six and six-tenths being womanly women, the division being so nearly equal that we will never be sure to which sex that stray tenth of a teacher belongs.

Who can question the proprietorship or the sex of the evanescent, unsolvable, infinite decimal involved? In the kingdom of heaven there shall be no no male or female, no giving or receiving in marriage. So here, last week, on earth and in Chicago, the calling was and is so devoted, the aim so exalted, the results so heavenly, that the unconsciously devoted woman, and the fervent, clean-handed, aspiring man who makes himself a votive offering to the good of the young, so transforms the world that exact division of honors troubles no transparent soul. They were everywhere!

\* \* \* \* \*

Jay Gould may limp past, and the Vanderbilts and the Rothschilds may compete for social recognition, but, please God, we will give front rank to the guild that glorified Chicago with its radiant presence last week."

Is the daily lesson to be learned in the marts of trade, through the press, or by watching those whom age and prominence make the exemplars of young people? Or are all these in antagonism to the lessons which many good people wish to have inculcated by didactic instruction? Do people take the trouble to know whether the education of their children is intrusted to competent men or women, or to charlatans? Do not people confound accidental with efficient causes?

BRING light, ye that have it.

## A GREAT MEETING.

THE meeting of the National Teachers' Association was great in all respects. Great in numbers—in influence—in its exhibition—in its advanced position on Manual Training and Art Study—great in its social and political influence—great in its unity of purpose, of breaking down sectional differences—great in harmony and uniting and broadening every phase of culture and every instrumentality for the upbuilding of character—great in direct and indirect teaching of the power of organization—great in revealing, as it did, to Chicago and the Nation the work and wealth and power of the teaching fraternity and revealing to the teaching fraternity, the wealth and power of Chicago and the nation as there represented.

It is a great thing for ten thousand teachers from every State and Territory in the nation to drop into and mingle in the currents of life and business and pleasure, for a week or ten days, in this great metropolis of the Northwest. They will take home with them new and larger ideas of their own vocation and its relation to the life of their pupils.

The Convention was greater in this feature than in all else combined. Never will this baptism be forgotten or effaced.

It was well that the crowd could not get into any half dozen buildings, either to hear, or to see, or to eat, or to sleep. They had to scatter and to see that of all the object lessons they ever studied, Chicago itself will ever be the greatest.

What sort of men and women must we educate to build and manage and control the interests of such a city—such a country—such a people; and what sort of an education must be given to enable these men and women adequately to discharge such a round of ever-growing ever-widening duties?

These are the abiding, inspiring things, things the teachers will take to their homes, and upon which, and into which, they will build in all the future:

God bless them every one.

## HOW TO ABOLISH POVERTY.

MAYOR HEWITT, of New York City, who began life as a poor boy, says:

"If every man will set to work diligently to abolish poverty in his own case it will disappear from the face of society. The reason why poverty does not disappear is because there are a great number of tramps and bummers and lazy fellows, called in the old law beggars and vagabonds, who do not want to abolish poverty.

They live by poverty.

They could abolish it quickly enough if they would go to work as you work and I work. This world is made up of individuals, and if each

individual abolishes his own poverty by industry, sobriety and economy, there will be no poverty."

## THE REASON WHY.

TAKE the facts as they exist to-day in South Carolina, in regard to schools, and it is easy to see why United States Senator Hon. Wade Hampton, is in favor of Federal Aid to Education.

The average length of the school term in the State is three and a half months of twenty days each, that is only seventy days of schooling, provided every pupil attends every day.

The average wages paid the teachers is less than \$25 per month, and that for only three and a half months.

Is it not wise—nay, more—is it not a necessity resting upon all teachers and parents, to unite with this honored, patriotic Senator, and petition at once for Federal Aid?

South Carolina will receive an addition to her school fund of \$4,582,792.26, when this bill for which the Hon. Senator not only speaks, but votes, passes.

Let every teacher and school officer in the State sign and circulate petitions for other signatures in behalf of this \$4,582,792.26 without delay.

We will send cheerfully and promptly all the petitions needed.

It is what we don't know that cripples and hurts and hinders and makes us poor. Intelligence enriches all the time.

Man, aided by the facilities which mechanical engineering has provided, is armed with the powers of nature; he has vanquished his opponent, and enlisted her forces in his service.

Matter is no longer an impediment to oppose him, but the arsenal from which he draws his mightiest weapons and richest stores.

Coal and water become concentrated forces, whose powers he may develop and control for the extension and improvement of his terrestrial dominion.

One single steam engine, constructed by mechanical science, is of more real importance than all the powers of Rome, and a single printing press than all the arts of Greece.

They are more than mere instruments, they are prodigious POWERS placed at human disposal. They are products of reason; and just as that highest mental attributes learns to see further and further into the processes of nature, so does man by such means acquire new powers for extracting welfare from the earth.

You see Intelligence pays!

FEDERAL Aid is light instead of darkness—strength instead of weakness—safety instead of danger—unity instead of division—and help instead of hate.

Let us insist upon the truths that are urgent. Illiteracy is now the danger this nation has to encounter. We know the remedies—let us apply them. Federal Aid and Compulsory School Attendance. These are the remedies.

THE work our teachers do for the people, is as sublime in its radiance as it is far reaching with its light and joy.

FORCE demolishes and destroys. Love builds and re-habitates and conserves. We want construction now—we want light and love.

To every widening horizon an enlargement of our duty as teachers corresponds.

INTELLIGENCE is everywhere in the foreground of all useful lives and full of light and full of help. Ignorance limits and hinders everywhere, and is darkness and imbecility. Carlisle and Randall stand for ignorance and imbecility.

VAN ANTWERP, BRAGG & Co. think all teachers will do well to read carefully the first page of the AMERICAN JOURNAL OF EDUCATION, this month, and all the other pages too.

## EDUCATIONAL EXHIBITS.

THE Chicago Tribune said:

"The chief benefit of this gathering of teachers in our city the present week will probably be derived from the object lessons taught in the expository department.

The most useful work done by the World's Exposition at New Orleans was in connection with education.

Southern teachers were initiated into the science of teaching as applied in these modern times, and a new era was marked in public instruction in the South. That exhibition was small and primitive as compared with the one now in Chicago. The best part of that, as was freely conceded, came from Illinois, notably the Illinois University at Champaign, and the high schools of Chicago, Aurora and Peoria; but now, instead of city high schools and a few institutions almost monopolizing the space, the display is largely by counties.

No State or County Fair should be regarded as complete without a competitive school exhibit.

Gatherings of teachers have their uses, but the parents everywhere should be so far educated on this subject that they will insist upon having their children enjoy the benefits of improved methods of teaching, for they are as applicable to the country as to the city."

[We hope this suggestion for exhibits at the County and State Fairs will be acted upon so that "the parents everywhere will be educated."—EDS]



## LET THE TEACHERS SPEAK.

COUNTY Supt. Lane of Cook Co., Ill., covered himself with glory perspiration and dust in his unequalled efforts to present the *finest display* of school work ever made on this continent to those in attendance at the meetings of the National Teachers' Association in Chicago.

This display alone, was worth the trip and the time and the rush and crush and fainting experienced to witness it; and if many were exhausted before taking in the half of it, this shows more clearly how extensive and interesting and profitable he made it; and in addition to all this he had an opportunity to say to the assembled thousands on Tuesday evening:

"Members of the National Educational Association: Other great gatherings have been held in this hall—three or four National Conventions for the nomination of Presidents. Representatives from every State in the Union gathered here to express their choice for the Presidency of the United States. In some of these gatherings the eloquent speakers and orators of the United States have proclaimed the wondrous achievements and the marvelous powers of their respective candidates.

There have been great expositions. In 1882 was held the great Railway Exposition of the world, and all classes of railroad appliances and railroad material were gathered in this building, and the wondrous workmen gathered with their material, and ere any of them came into existence they were born in the minds of some men who had toiled, who had thought, who had labored, who had gained inspiration from the toll of the school-rooms, graduating from them to higher work.

Ere these arches spanned this building some mind had measured every timber and every rod and its mighty power. Out from the schools of the United States have come the men that have molded, and shaped, and built the grand edifices, the magnificent machinery, the wondrous railroads that have spanned the Nation.

It is fitting that out of the 320,000 teachers of this Nation there should gather the representatives who shall speak in the name of 12,000,000 of children, who should come to represent more than \$120,000,000 spent annually. It is fitting that in this hall where so many great assemblies have convened that the teachers of the United States should speak through the public press and through the voice of its teachers all over the land, that the time is coming when from the school-room and when from the school-house shall come the thought that shall mold and control the Nation in morality, in honest labor, in the truest, noblest, fullest manhood.

And let the teachers of the Nation speak in this great educational gath-

ering to the millions of this Nation, and through us to the nations of the world, telling them that through the training of the children we shall come to power, we shall come to the highest fulfillment of all that constitutes true manhood.

In this building is gathered the work of the children of the Nation, and they come, Mr. President, to speak to you, to the teachers of the Nation, their welcome and their greeting, and through them find the mysteries that shall control the great future of this country. [Prolonged applause.]

## MANUAL TRAINING.

ONE of the most delightful and most profitable side meetings of the great convocation of Teachers in Chicago, was the gathering, at the "Leland Hotel," of those interested in Manual Training. In fact we doubt whether there was at any other time or place during the Convention a single session fraught with so much of good or the influence of which will sweep a wider circuit.

Mr. John S. Clark, as the presiding genius of the occasion, was enough to insure wit, wisdom and wealth.

Among the immediate and distinguished guests surrounding Mr. Clark we noticed Mayor Roche of Chicago, Miss Josephine Locke of St. Louis, Dr. Miner of Boston, A. C. Story, James R. Doolittle, Jr., W. S. Perry of Boston, Gen. Francis A. Walker of Boston, Prof. C. M. Woodward of St. Louis, Charles H. Ham, Col. F. W. Parker, Dr. J. C. Burroughs, Gen. John Eaton, A. J. Rickoff and several noted lady teachers from other states.

Speech-making began about nine o'clock. Mr. Clark, in calling the guests to order, spoke on the character, influence, and indications of the school exhibit now on exhibition in Chicago. He thought that if such an industrial and art exhibit were opened in London, Paris, Berlin or Vienna the Governments of these countries would take cognizance of the matter and appoint committees of inspection to consider its import and bearing on art and industrial education throughout the country. The contest in Europe had shifted from a struggle for military supremacy to a struggle for industrial supremacy.

Here in America there was a great art and industrial development from one end of the country to the other. It was no class development, but a general universal movement. He called on Walker S. Perry of Boston, President of the Art Department, who gave an interesting account of the art movement throughout the country.

Mr. Allan C. Story, President of the Chicago Board of Education, gave the guests a warm welcome to the great summer resort of the country. Arrangements had been made for a cold wave which was to have been here,

but it had probably been delayed by the Inter-State Commerce law. Mr. Story said the pursuit of knowledge was like the tides of the ocean—unceasing in action. Yesterday's conjecture, was to-day's demonstration. He hoped yet to see manual training schools conducted in connection with the grammar schools and attendance thereat made compulsory.

Some legislation might be needed to help that forward in this State, and this exhibition would help lay the foundation for that legislation. The professions were greatly overcrowded. He prophesied an early great forward movement in mechanical educational development in all the States.

Miss Josephine Locke, Supervisor of Drawing in the city schools of St. Louis, who has had charge of the artistic education of the youth in the public schools of this great city, made a plea for drawing as a part of all public school education. This would improve and refine the children; the boys would find pleasure in their growing constructive power, and the girls in art development.

Gen. Francis A. Walker, President of the Massachusetts Institute of Technology, told of the great moral effect drawing had on the school work of the country.

The Chair then called upon Mayor Roche, who said that about sixteen years ago he visited a school-house two or three times and then married the teacher, and drew the greatest prize of his life.

The Mayor went on to speak of the great responsibility of teachers and the importance of proper methods of education. He remembered when he was an apprentice boy in New York twenty-five years ago going into the Cooper Institute and gazing with awe on the statue of Cooper. They—the teachers—were taking up and carrying out the work begun by men like Peter Cooper.

School training should be such that a boy when he became a man should understand all parts of his work. If he were a railroad engineer he should be able to sketch his engine and know what each piece of machinery was for and how to put it together. The hand should be educated with the mind. When educators did this they would do work of more benefit to the Nation than any other possible.

Prof. C. M. Woodward of St. Louis, the Rev. Dr. Miner of Boston, James R. Doolittle, Jr., and Col. F. W. Parker also made brief and informal addresses.

Great credit was due Mr. Clark and Mr. Ames for the delightful and profitable evening's entertainment.

THE teacher growing with a strong growth, born of contact with hungry minds unfolding ever more into light, stands erect but tender to lift all up to his own height.

## THE RESOLUTIONS.

THE resolutions adopted by the National Convention at Chicago ask for—

1. "A more complete divorcement of school offices and politics."

We understand this to refer, not to the politics of the Members of School Boards, but to the method of dealing with school interests. Let the teachers use their influence to carry this resolution into effect.

2. "The extension of the school year and the increase of teachers' wages in rural districts."

This resolution is an official recognition of the reality of the need which the JOURNAL has so persistently urged.

3. "The adoption of some plan whereby meritorious teachers after long service may be honorably discharged."

We understand this to refer to the pensioning of faithful teachers, and not to be a method by which tried teachers may be removed.

4. "The passage of laws where necessary to secure attendance at the public schools of all persons of school age who are deficient in the rudiments of an English education."

5. "The increase of public libraries and the establishment of a closer relation between them and the schools."

St. Louis and New Orleans are perhaps the only cities in which this attempt has been successfully made, and the results have been such as to make us wonder why no similar movement was made in other cities, especially when these contained free libraries.

6. "The fostering of the Kindergarten and the application of its spirit and methods to the lower primary grades."

7. "A recognition of the value of industrial art."

8. "A more earnest attention, not only to instruction in the fundamental principles of morality, but also to a careful training of pupils in moral character."

9. "Increased attention to instruction in civics, as a special preparation for the duties of citizenship."

10. "The value of musical instruction."

11 and 12. An indorsement of the National Bureau of Education, and an urgent presentation of "the need for Federal Aid in the Education of the South."

The readers of the AMERICAN JOURNAL OF EDUCATION will be glad to have these resolutions where they can readily be referred to; and they will notice the support which the action of the Convention lends to the JOURNAL's claim of urging real interests and of being in the vanguard of educational builders.

THE words of Carlisle and Randall are, stupor—night—darkness—imbecility—ignorance.



## LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.  
J. B. MERWIN }.

## PLENTY OF MONEY.

WE are not poor. We can afford \$77,000,000 for Education, and not feel it all. In fact this is the wise, patriotic way to dispose of the surplus.

The total expenditure of the Government for the fiscal year which closed with the month of June, aggregated \$288,516,190, an increase over the preceding twelve months of \$26,083,051. Advanced as the expenditures were, they still fell far below the year's income.

The surplus amounted in fact to \$102,864,704, or about \$9,000,000 more than for the year preceding. This, of course, measures the rapidity of our progress toward wiping out the national debt, and is a record such as the financial management of no nation has ever been able to equal.

## ITS WORK.

THE school should, with, and under the inspiration of competent teachers, do vastly more for the character of its pupils than to get the dates and facts of the text-books used.

They stop at facts as they exist today; but life and duty flow on in an ever-broadening stream.

While text-books should be used—the higher sentiment of love of friends and neighbors and classmates should be cultivated. The imagination should be cultivated as well as the reasoning powers.

The school should aim all the time to train for life outside of and beyond the limits of the present.

In sentiment, it should inculcate all kindly and social feelings; the love of external nature; regard and sympathy for domestic animals; consideration and benevolence toward every sentient thing, whether it flies or creeps or swims; all filial, all brotherly and sisterly affection; respect for age, compassion for the sick, the ignorant, the destitute, and for those who suffer under a privation of the senses or of reason; the love of country and that philanthropy which looks beyond country, and holds all contemporaries and all posterity in its wide embrace; a passion for duty and a homage for all men who do it; and emphatically should it present such religious views as will lead the children to fulfill the first great commandment,—"to love the Lord their God with all their heart and with all their soul and with all their mind."

Let the children understand that these human societies are born, live and die upon the earth; but do not con-

tain the entire man. There remains to him the noblest part of himself—those lofty faculties by which he soars to God, to a future life, to unknown bliss in an invisible world.

These are his religious convictions, that true grandeur of man, the consolation and charm of weakness and misfortune, the inviolable refuge against the tyrannies of this world.

It seems to us that sensationalism, corruption in politics, *la chronique scandaleuse* of social life, the cults of art, oriental religion or science—are all symptoms of the same defective education; that they arise from the same cause, and are curable by the same remedy.

THE average American expects too much from his untrained judgment, and, in the childish enjoyment of freedom of speech and individual liberty of opinion, overlooks his contradiction of his professed fundamental beliefs. As an abstract truth no one's opinion is final; but, as a working hypothesis, no one is entitled to any opinion "without qualifying."

[For the American Journal of Education]

## SCHOOLS FOR THE TIMES.

DO you want good schools? Then adopt the most advanced of modern methods.

Elect as school trustees men who find their interest in the conduct of affairs with which they can by no means have a sufficient acquaintance.

Elect men who are not biased in favor of public schools, and whose lack of vested interests will keep them free from any conservative influences.

Elect men who will decide upon the merits of a text-book, not by its adaptation to the wants of the school-room, but upon the broader grounds of price, binding and quantity of matter.

Elect men who are too large for the petty details of the school-room; men who will estimate the merits of the teacher by the readiness and skill which she shows in ministering to the vanity of a *Member of the Board*.

Elect men who can see no reason why a favored teacher should not teach what she does not know, and who are open to conviction upon the part of such teachers as they favor.

A Board thus in sympathy with the spirit of the times, can be urged to select as Superintendent some one whose ignorance of the successful conduct of a school will protect him against the educational hobbies of the teacher.

Let him pass his time in keeping the Board in a good humor, and furnished with occupation other than that of personal acquaintance with the needs of the school as viewed from the school-room.

Let him, as an educator, spend his leisure in upsetting the work of cap-

able teachers, and thus manifest his superiority and acquaintance with the value of experiment.

Let the teacher understand that she is to be judged by her success in ingratiating herself with her official superiors, by the political influence which she can wield, and by her skill in self-assertion.

By following the suggestions any town may secure schools equal in their advantages to some of our city systems.

As a prominent educator recently said—the duty of the hour is to conduct a school upon "business principles," it being understood that the principles are to be the same as actuate the sellers of clothing in Chatham street.

SELMA, ALA.

LET it be understood that our teachers give a thousand fold more than they receive—the increased ardor in the pursuit of knowledge will lead to wider and more frequent intercommunications, both mental and physical, while these in turn will be encouraged and protected by the improved polity of all aspiring States.

A new voice, even more cosmopolitan than contemporaneous creeds, has broken upon the roused and exulting people saying,

"One is your Master—Thought,  
And all ye are brethren."

"We must train for a new and a larger life," says Dr. F. Louis Soldan.

The fact is, that the newest states are in thought the freest and most original, which will cause the whole country to individualize itself more and more. The gigantic movement of the independent intellect toward the West every hour, deepens the contrast between itself and the petty insipidities it leaves behind.

The East has, indeed, given the key note to most of our popular thinking; but the West has invariably furnished the chief chorus, and spontaneously extemporized every variation, whose brilliant originality has elicited thrilling applause.

## PHONETICS.

M. PAUL PASSEY, who will be remembered by his clever little book giving an account of his visit to this country, has recently made a report on the Philological Congress held in Stockholm, last summer. M. Passy urges on the French Government the establishment of a chair of Phonetics in the University of Paris, —the introduction of elementary instruction on the subject in the normal schools, a reform in the methods of teaching modern languages, and experiments in teaching pupils to read French by the phonetic system. A full bibliography of the subject has very few references to American books, although M. Passy emphasizes

the success of the new system in St. Louis, where it has been introduced to the exclusion of all others in the public schools.

ONE of the Chicago papers says:

"Of the fifteen thousand teachers in attendance at the National Teachers' Association, if that be the true count, it looks as if one thousand men were lost among fourteen thousand women."

MAYOR ROCHE, of Chicago, in his welcome to the National Teachers' Association, put it thus:

"The problem which I trust you are here to solve is, How shall we reach and lift up to a higher intellectual and moral plane the mass of the people, and thus fit them to become better men and women, better neighbors and better citizens? How can we make the curriculum of studies best adapted to the wants of the great multitude whose theoretical education begins and ends with the common school?"

Do the successful men of the present generation yield in ability to those who were favored by beginning life on a farm and an irregular attendance at the old red school-house? Does any one really believe that if our most successful school held its sessions in a shanty, diminished its school year to three months, employed chance teachers in search of a job—that its pupils would surpass in industry or success those working under present conditions? Does any one actually believe that our prominent men consist solely of those whose opportunities have been the fewest and whose education had been most neglected?

Is not improvement greatly hampered by that kind of ignorance which denies consideration to a question because it does not discern its relation to industrial interests? Are not the grounds for undertaking many public measures flimsy in the extreme? For example, why should St. Louis have an Opera House because there is one in New Orleans, especially if yielding to such tenuous arguments, Chicago has built such a house, and found itself compelled to use it for ordinary theatrical purposes.

Is it not about time that the intelligent people of the community decide upon something at least as the resultant of their conflicting views, and then use the instrumentality of education to attain this end, testing the value of the medium by the certainty and economy with which it attains this end? Why compose poems in celebration of the excellence of getting out of school, as soon as one can read printed characters and write his name, and then complain of the want of success achieved by those who content themselves with such an outfit?



WHY, in the same breath, urge people to make what they can out of themselves, and then omit mention of those who achieve success, to dwell upon those conspicuous only by their failure? Why, like some writers upon education, urge others to seek mechanical employments while they themselves fail to set the example, and even plume themselves upon having worked their way to positions in which the honor and remuneration is greater?

Is it to be expected that one will be persuaded to become a mechanic by one who has deserted the calling? Does any one believe that teaching by precept can contend with teaching by example? Are the representative men and women of our city to-day those who have been willing, if born in the country, to remain there? Are they unable, if desirous of bringing up their own children under conditions which they recommend for the children of other people? Or is their practice so contrary to the current preaching upon social questions that there is danger of the same skepticism that has shaken the foundations of dogmatism—whether of the pulpit, the bar, the forum, the mart, or the press?

WHO are the people who complain? Those most directly interested? Not these as a rule, for, even in their worst estate, the schools have attracted to themselves numbers sufficient to furnish support and to indicate their relative usefulness. Those who devote most intelligent study to the problem to be solved and the methods for its solution? No, these as a rule are encouraged by what is being accomplished, even though anxious to increase the sum of attainment. The complaints come from those who confound the ends attained during school life with those to be achieved by active life; who, allowing no time for growth, expect the fully matured plant to spring at once from the seed as soon as planted.

THE complaints come from those who undertake to catch the fleeting spirit of the time and to "give it voice"—that, being mistaken for leaders, they may ride into power upon the "tide at its flood." The complaints come from those who mistake what they desire for what they upon investigation would find, and in all of these cases the complaints involve that same lack of preparation for sound judgment which we believe to be the secret of unintelligent discontent.

ST. LOUIS is notably dependent upon itself for what it achieves; it has never been a Mecca for exodusters of any class; it has never invited the influence of alien capital; it has been but little affected by isms which have followed each other in rapid suc-

cession in many other great cities; yet even its incredulous citizens, who never lose an opportunity to disparage their own home and its institutions, have begun to perceive that each lustrum has increased the growth of intelligent enterprise, and cannot but feel that the men who at present are at the head of affairs do not lend support to any charge of deterioration.

TOLSTOI is always an artist and writes like an artist, but it is a sorrowful sign for Russia that her finest genius has no gospel for her but this of destruction. His message has no meaning for us.

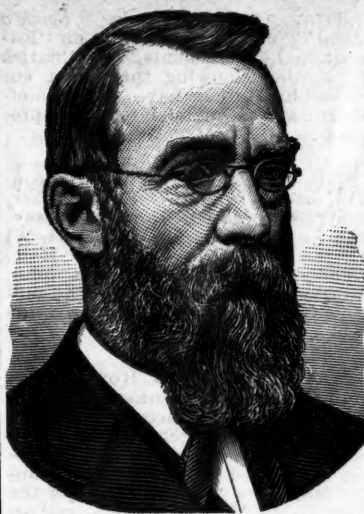
Here the spirit of the Master's words pervade increasingly the forms of a civilization not built upon its letter. Law and justice are found not incompatible with mercy and charity. Other modes of life besides manual toil are seen to be a direct and wholesome service to mankind. We may read Tolstoi with interest and even sympathy, but scarcely with agreement.

THE philosopher's stone, as a material existence, is, it is true, no longer sought; but as a symbol for attempting to replace intelligent labor by inspired chance, it may well stand for the methods used alike in our business and in our religious, political, educational and social movements. Speculation has replaced the business methods of former days; and the speculative method, while ridiculed in its application to metaphysics, is even more common in the treatment of every-day interests.

TAKE hold of our text books and the events and revelations of Modern Science as methods to interpret life, and enlarge it. The entire succession of men through the whole course of ages, must be regarded as one man, always living and incessantly learning—and all this that he may the more effectively help others. This is the only true teaching.

THE general tenor of current magazine articles seems to show that, after many days we, as a people, are beginning to appreciate evils which have long perplexed those so situated as to have the greatest foresight. The question of Capital and Labor is one not solely of wages: the needs of Capital grew out of the acceptance of competition as the one condition of prosperity, and from a confusion of prosperity with the attainment of great riches: the protest of Labor is not so much against the smallness of the wage in itself as against the want of equity which seemingly multiplies the hardships of those least favorably circumstanced.

LET us stop all this cavil at these great benefactors—our teachers—and if they need help, let us help them.



PROF. C. M. WOODWARD.

PROF. C. M. WOODWARD, of the Manual Training School of Washington University of St. Louis, in his address on the "Function of the High School," before the National Teachers' Association in Chicago, said:

"Our Education, must be many-sided. How much of this must the school undertake, and what shall be left to the home and other influences? We are all agreed on the three R's. Nor should there be difference of opinion as to the propriety of studying literature, history, geography. But shall we stop here with our curriculum? Shall we omit natural science? Shall we exclude all the tools because the pen has been declared the mightiest of weapons. There are many who agree with me in regard to the necessity of manual training, particularly for city boys, who, nevertheless, see no way for securing it at school.

Dr. H. H. Hudson says:

"It is desirable that children should learn to think, but it is indispensable that they should learn to work."

The answer to the question, What more shall the school undertake to do? should depend upon what, in the interest of economy, individual progress and public policy, the school is able to do. Secretary Dickinson of the Massachusetts Board of Education, has taken the ground that the chief function of a public school is to prevent illiteracy by teaching reading. After reading, writing and arithmetic should have place, but in no direct way is it the aim of a public school to fit a boy to earn his living. Dr. Dickinson appears to me to think that the only outcome of tool instruction is mere manual dexterity. He admits that the pupil may become an original investigator by being trained to handle the objects of his investigations.

"This training leads to self-control and prepares one to take up the work of life with every prospect of success."

That is good sense, though it seems a little ambitious; still will the training be without value if the objects inves-

tigated include woods, metals, tools and fabrics? I am bound to believe that Dr. Dickinson has been misled as to the motive of shop work in schools of secondary grades, he is so afraid of trade or professional teaching. And he fails to appreciate the fact that the fruit of judicious tool instruction is mental dexterity rather than manual dexterity.

No teacher who has added constructive work to drawing can for a moment doubt the beneficial effect upon the brain. Industrial drawing has helped to introduce manual training. But I decline to call a manual training school an industrial school. So that we have to-day extended our scheme of education so as to include those manual elements which are of universal utility in the education of youth. And we have found that these manual elements can be as successfully be taught in the school-room as reading or arithmetic.

It may be urged that in well-to-do families children are sometimes given manual instruction at home. Against the results of the family method nothing can be said. But it is exceedingly expensive. The cost of a private tutor always exceeds school taxes. On the average, how wretchedly narrow the teaching of a father's craft to his son must be.

A school training is better than home, and I will now show that a manual training school is better than any system of apprenticeship, and hence better than any trade school.

MATERIAL Science is more popular as an idolatry because the success achieved by it is more directly comprehended. It appeals strongly to those who expect to purchase immunity from all ills. In support of this position, we have the history of other peoples, and the peoples who most directly seek physical prosperity as an end, instead of as a means, are the people whose affairs are in the least settled condition. That what Mr. Bishop calls The Protest of the Majority, is a real outgrowth of American soil, is not to be denied; but this by no means lessens the extravagance of unnecessarily taking Experience for a master and learning only after a movement is "played out" that its waste might have been altogether avoided.

POETRY and the fine arts are the means of calling forth in man this happiness of illustrious origin, which raises the depressed heart; and, instead of an unquiet satiety of life, gives an habitual feeling of the divine harmony, in which nature and ourselves claim a part. There is no duty, there is no pleasure, there is no sentiment, which does not borrow from enthusiasm. I know not what charm which is still in perfect unison with the simple beauty of truth.



## PUBLICATIONS RECEIVED.

**THE FISHERY QUESTION: Its Origin, History and Present Situation.** With a map. By Charles Isham. Pp. 82. \$0.75. New York: G. P. Putnam's Sons.

**THE AMERICAN ELECTORAL SYSTEM.** By Charles A. O'Neill. Pp. 284. \$1.50. New York: G. P. Putnam's Sons.

**THE MARGIN OF PROFITS: How It is divided: What part of the Present Hours of Labor can Now be Spared.** By Edward Atkinson. Pp. 123. \$0.75. New York: G. P. Putnam's Sons.

**A TERRIBLE LEGACY.** A tale of the South Downs. By Geo. W. Appleton. Pp. 354, paper \$0.50. New York: D. Appleton & Co.

## RECENT LITERATURE.

**LABBERTON'S NEW HISTORICAL ATLAS** (published by Townsend Mac Conn, N. Y.) has, through revision, become quite another book. There has been great need for an Atlas convenient in form and size as a necessary reference book for the general reader. None of the few attempts made to supply this demand have been very satisfactory, but we think that Labberton's Atlas gives every promise of meeting the need.

The periods covered extend from 3800 B. C. to 1887 A. D., and there is a map for each of 198 periods.

The History of the East is awarded 19 maps; that of Greece 17; of Rome 26; of the Middle Ages 35; of Modern Times 49, and of America 52.

The accuracy of the work is vouchered for by those whose special work best qualifies them to judge. Dr. Edward Meyer, of Breslau, certifies to the excellence of the maps of the Ancient Orient. Prof. Joyce, of Oxford, bears general testimony. The Professors of History in Princeton, Williams, Kansas State University, Syracuse University, Smith College, lend their endorsement. Numerous colleges of standing have shown their faith by their works, and have added this work to their list of Text-books. The maps are accompanied by a text giving an epitomized history, which will be quite acceptable to general readers.

We have taken the time to compare the maps with those which have been most satisfactory, and do not hesitate to assert the excellence and accuracy of the work.

The history, as furnished by the text, admits of more facile judgment, and is certainly in accord with present authorities.

We have been somewhat tardy in our notice because we do not choose to express unintelligent opinions. A book of this kind can be fairly tested only by use and comparison. We have applied these tests, and do not hesitate to recommend the work to all readers who have occasion to refer to an Atlas.

**SILVER, ROGERS & Co., Boston,** send us a valuable book by Gen. Thos. J. Morgan, Principal of the Rhode Island State Normal School, entitled "*Educational Mosaics*," a choice collection from many writers, of thoughts bearing on the Educational questions of the day.

More than two hundred authors are quoted, and we are aware of the difficulty experienced in making selections from the mass of material presented; but why should such writers as Robert Allen, LL. D., Miss Anna C. Brackett, Miss Josephine Locke, Geo. P. Brown, Mrs. Rebecca Rickoff, and others be omitted? authors who have said and who are to day saying the most vital, important and fundamental things on the Educational Questions of the day—which have ever been said, or ever will be said—certainly Gen. Morgan must be familiar with these writers.

The volume is beautifully printed on the best quality of paper, is attractively bound, and will prove, notwithstanding these omissions, an addition to any library, and is just the kind of a book for one to "take up" in a spare hour.

**THE August Popular Science Monthly** will have an article on "Educational Endowments," by Charles S. Ashley, showing that great endowed institutions have not been efficient as a means of intellectual progress.

**THE Forum** for August will contain articles from Governor Foraker, Lord Bramwell, Dr. Howard Crosby, Edward Eggleston, Prof. Everett, W. H. Mallock, Edward Everett Hale, General Greely, John D. Champlin, Dr. Deems and Prof. Ely. The subjects discussed will cover a wide range.

**MRS. JULIA WARD HOWE's** portrait will be the frontispiece of the *August Century*, accompanying a note by herself concerning the origin of the "Battle Hymn of the Republic," appended to an article by Brander Matthews on "The Songs of the War." Mr. Matthews gives authoritatively the origin of several of the principal war songs North and South, with the authorized text.

**WHAT** is said to be one of Edward Atkinson's most valuable, suggestive and timely economical papers will be given in the *August Century*. It is entitled "Low Prices, High Wages, Small Profits: What Makes Them?"

**THE issue of the Ohio Educational Monthly** for August, containing the proceedings of the Ohio Teachers' Association, is a valuable and magnificent number worth the price asked for the whole year many times over.

**C. W. BARDEEN** of Syracuse, N. Y., issues in his series of "*School-Room Classics*" No. 11—Dr. Wm. T. Harris, "How to Teach Natural Science in Public Schools."

This is probably the ablest and most systematic presentation of the subject yet presented, and we are glad to see it in this permanent and accessible form. 40 pages, price 15cts.

## HAY FEVER.

Is an inflamed condition of the lining membrane of the nostrils, tear ducts and throat, affecting the lungs. An acrid mucus is secreted, the discharge is accompanied with a burning sensation. There are severe spasms of sneezing, frequent attacks of headache, watery and inflamed eyes. Ely's Cream Balm is a remedy that can be depended upon to quickly relieve and cure. 50 cts. at Druggists; by mail, registered, 60 cts. Ely Bros., 235 Greenwich Street, New York.

**THE Barton County Normal Institute** convenes in Lamar at the High School building on Monday, August 1st, and continues four weeks. County Commissioner, A. J. Wray, says the "teachers can never hope to maintain their rank without organized and well attended professional meetings. We shall put forth every effort to make this the best Normal ever held in Lamar."

**Board** at from \$2.00 to \$3.00 per week. For further information address the County Commissioner, Lamar, Mo.

**THERE** were several teachers and educators who were not in attendance on the great meeting at Chicago.

These were fortunate say 340,000 of them.

**SOLITUDE** brings sadness.

**MUCH** the best number the *AMERICAN JOURNAL OF EDUCATION* of St. Louis, has ever issued, is that for March, with an account of the Reception given in that city to Dr. Richard Edwards, now State Superintendent of Illinois. There are seven pages of report, with eleven portraits, that of Dr. Soldan being particularly good. —*The School Bulletin, Syracuse, N. Y.*

That is good; but did Bro. Bardeen have the file of the *AMERICAN JOURNAL OF EDUCATION* for twenty years, before him, when he wrote the above?



**BEAUTY**  
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Skin & Scalp  
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**CUTICURA**  
Remedies.

**NOTHING** IS KNOWN TO SCIENCE AT all comparable to the *CUTICURA REMEDIES* in their marvellous properties of cleaning, purifying and beautifying the skin and in curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair.

*CUTICURA*, the great Skin Cure, and *CUTICURA SOAP*, an exquisite Skin Beautifier, prepared from it, externally, and *CUTICURA RESOLVENT*, the new Blood Purifier, internally, are a positive cure for every form of skin and blood disease, from pimples to scrofula. *CUTICURA REMEDIES* are absolutely pure and the only infallible skin beautifiers and blood purifiers.

Sold everywhere. Price, *CUTICURA*, 50c.; *RESOLVENT*, \$1.; *SOAP*, 25c. Prepared by the *POTTER DRUG AND CHEMICAL CO.*, Boston, Mass.

Send for "How to Cure Skin Diseases."

**HANDS** Soft as dove's down, and as white, by using *CUTICURA MEDICATED SOAP*.

**KINDERGARTNERS TRAINED.** Rare opportunities afforded Address, **NORMAL SCHOOL**, 8-20-11 Oswego, New York.

## THE HOPKINS' PROOF TABLE.

9	0	1	2	3	4	5	6	7	8
8	9	0	1	2	3	4	5	6	7
7	8	9	0	1	2	3	4	5	6
6	7	8	9	0	1	2	3	4	5
5	6	7	8	9	0	1	2	3	4
4	5	6	7	8	9	0	1	2	3
3	4	5	6	7	8	9	0	1	2
2	3	4	5	6	7	8	9	0	1

## ADDITION BY SIGHT ALONE.

Something entirely new in the combination of numbers. A law by which the eye can add without brain labor. The principle as fixed and certain as any known law of mathematics.

IT IS INFALLIBLE UNDER ALL CIRCUMSTANCES.

Cannot Fail nor Change.

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Every School Teacher, Book-keeper and Business man should have a copy of this table of digits, and become familiar with the principle of addition therein set forth.

A knowledge of the law alone is worth the money, whether you use it or not.

We will send the *AMERICAN JOURNAL OF EDUCATION* one year, and the *Proof Table* for \$1.50.

Read our Premium Offer on last page. Send Money in Registered Letter.

**AMERICAN JOURNAL OF EDUCATION**, 20-8-11 St. Louis, Mo.

**THOSE** who were so fortunate as not to be present in Chicago at the National Teachers' Association, will be able to get most of what was said—that is of permanent value—in the papers which will be published.

**THERE** still seems to be two classes of individuals who do not believe in Prohibition as demonstrated by Senator Colquitt of Georgia. He says:

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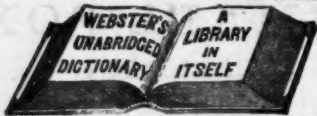
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